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Financing Public Higher Education in Wisconsin

The Coordinating Committee
For Higher Education in Wisconsin

Semi-Annual Report

June, 1960

#7409 V-9

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EDUCATION BEYOND HIGH SCHOOL

Financing Public Higher Education in Wisconsin

Coordinating Committee for
Higher Education in Wisconsin

Semi-Annual Report
June, 1960

HE7409

Copies of this report may be obtained by addressing: Joint Staff, Coordinating Committee for Higher Education in Wisconsin, 333 Wisconsin Center, 702 Langdon St., Madison 6, Wisconsin

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* Terms expired on May 1, 1960.

THE COVER: Symbolic of the growing numbers attending the nation's colleges is this seemingly unending line of college graduates. Evidence points to the fact that the college degree will be sought by increasing numbers of young people in the next 10 years.

ED000071

LETTER OF TRANSMITTAL

The Honorable Gaylord A. Nelson,
Governor of the State of Wisconsin

Members of the Legislature
of the State of Wisconsin

Higher education truly is entering a "decade of decision." In the next 10 years the nation's colleges and universities can expect to enroll approximately double the present number of students. The needs of society for increased numbers of college graduates will multiply as scientific and technical advances continue to be made. It is anticipated that the situation in Wisconsin will not be unlike that of the nation as a whole in the years ahead.

Thus far, The University of Wisconsin and the nine State Colleges have been able to respond well to the educational needs of the people of Wisconsin, thanks to the provision of funds necessary to the maintenance of quality educational programs. There is wide recognition of the fact, however, that the financial resources of *all* colleges—public and private—will need to be expanded if the challenges of the future are to be met squarely.

Since its establishment by the Legislature in 1955, the Coordinating Committee has recognized the critical importance of adequate financial support of the State's public colleges and universities. The Committee believes that such support is basic to the future well-being of Wisconsin and its people. It also believes that the public should be informed as to present and past practices in financing the University and State Colleges in order that wise decisions affecting the support of these institutions may be made in the future.

The Coordinating Committee, therefore, has prepared this semi-annual report, entitled "Financing Public Higher Education in Wisconsin," for wide distribution. The report attempts to trace national, regional, and state trends in the financial support of colleges and universities, but emphasis is upon the Wisconsin situation, i.e., the University and State Colleges, since these institutions come under the jurisdiction of the Coordinating Committee.

It is my pleasure as chairman of the Coordinating Committee to present to you this report. I am confident you will find the contents both enlightening and stimulating.

Very truly yours,

Carl E. Steiger

Carl E. Steiger
Chairman

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Financing Public Higher Education in Wisconsin

I. INTRODUCTION

The objectives of higher education, from a financial standpoint, are two-fold. The one is providing the highest quality education possible to meet society's present needs for developing leadership and professional talent. The other is to provide as equal an opportunity as possible for each individual, regardless of social, economic, and religious background, to receive a college or university education.

—John Foster Meck*

Problems to be faced by higher education in the future undoubtedly will be numerous and perplexing. The first wave of an impending flood of students already has hit the nation's campuses, and demands upon colleges and universities for expanded, or additional, services increase steadily. Developments such as these serve to emphasize the crucial role institutions of higher learning will, and must, play in helping to meet society's growing needs in the challenging years ahead.

The provision of adequate financing for higher education probably will be the most critical of all the problems to be confronted. On that point, those charged with the responsibility for educational planning and numerous other citizens interested in ensuring the continued vitality, productivity, and meaningful service of American colleges and universities are almost universally agreed.

Forecast of a financing problem is understandable in view of recent critical appraisals of the present general support pattern across the nation. Dr. Nathan M. Pusey, president of Harvard and former president of Lawrence College at Appleton, last year declared, "the financial difficulty of higher education in America at the moment is large and serious simply because we are not, and have not been, spending enough on our educational system."[13]**

Antedating Dr. Pusey's comments, the President's Committee on Education Beyond the High School recognized in 1957 that "basic to the solution of most problems in post-high school education is the availability of adequate financial means to provide the needed resources."[16] Finally, the critical nature of the financing problem was underscored early this year by an executive of the McGraw-Hill Book Co., who wrote, "upon the successful financing of higher education could depend our successful survival as a nation."[7]

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* Vice-President and treasurer, Dartmouth College, in an address at the University of Pennsylvania, 1955.

** References are arranged alphabetically at the close of this report.

Recognition of the Financial Challenge By the Coordinating Committee

The Coordinating Committee for Higher Education in Wisconsin was established by legislative statute in 1955. According to law, the Coordinating Committee is given final authority in reviewing budget requests of The University of Wisconsin and the nine State Colleges and in recommending a single, consolidated biennial budget request to the governor for the support of these public institutions. The Committee is also given final authority in determining the over-all educational programs to be offered in the state-supported institutions of higher learning. In addition, the Committee is authorized to determine the order of priority for the construction of new facilities at all institutions under its jurisdiction. In discharging these serious responsibilities, the Coordinating Committee early recognized the necessity for adequate financing if Wisconsin's public institutions of higher education are to contribute vigorously to meeting the needs of the people of Wisconsin in the challenging years ahead.

The Coordinating Committee firmly believes that it is essential to the future well-being of the State of Wisconsin and its people that the public colleges and universities be provided the resources necessary to cope with the demands of tomorrow. While it has no official responsibility in regard to Wisconsin's private colleges, the Coordinating Committee recognizes that these colleges, too, must be accorded generous financial support from their traditional sources if they are to adequately meet future needs for education at private colleges.

In the conviction that the people of Wisconsin, when well informed on problems of public significance, have the capacity and willingness to solve the most vexing of problems, the Coordinating Committee has prepared this semi-annual report, believing with Dr. Pusey that a prime need today is for ". . . broad public understanding of the true nature, the high cost, and the importance of higher education for private good and public welfare."[13]

Purpose and Scope of the Report

This report was prepared in order to provide the people of Wisconsin with accurate and meaningful information regarding past and current trends in the support of the State's public institutions of higher learning. Among some of the factors considered by the Coordinating Committee in preparing the report were: (1) the impact of the rising birth rate on college attendance; (2) the relationship of higher education expenditures to indices of personal income and national wealth and productivity; and (3) the significance of teacher supply, demand, and pay.

No attempt has been made to enumerate specific needs of the University or State Colleges in the years ahead. Such an enumeration more properly is the subject of a later report. The Coordinating Committee sincerely hopes that the present report will provide background information which can be used in appraising the needs of the public institutions when these needs are made known.

II. HIGHER EDUCATION AND THE "POPULATION EXPLOSION"

. . . the present financial plight of higher education is only half the problem. The other half is created by the clear prospect of a doubling of the demand for its services over the next decade. Where there are about 3.6 million students in our colleges and universities today, it is confidently to be expected that at least 6 million students will be in something called an institution of higher education 10 years hence. Whether it will actually be such an institution in anything except name will depend in major degree on how well the job of financing is done.

—Dexter M. Keezer*

Effects of the so-called "population explosion" already are being felt by higher education. Furthermore, it is expected that the impact of the nation's rising birth rate will be felt throughout all levels of education for many years to come. Institutions of higher education are just now beginning to enroll the advance guard of an anticipated army of new students. Higher education has had to engage in a rapid expansion in order to meet the increasing demand for its services.

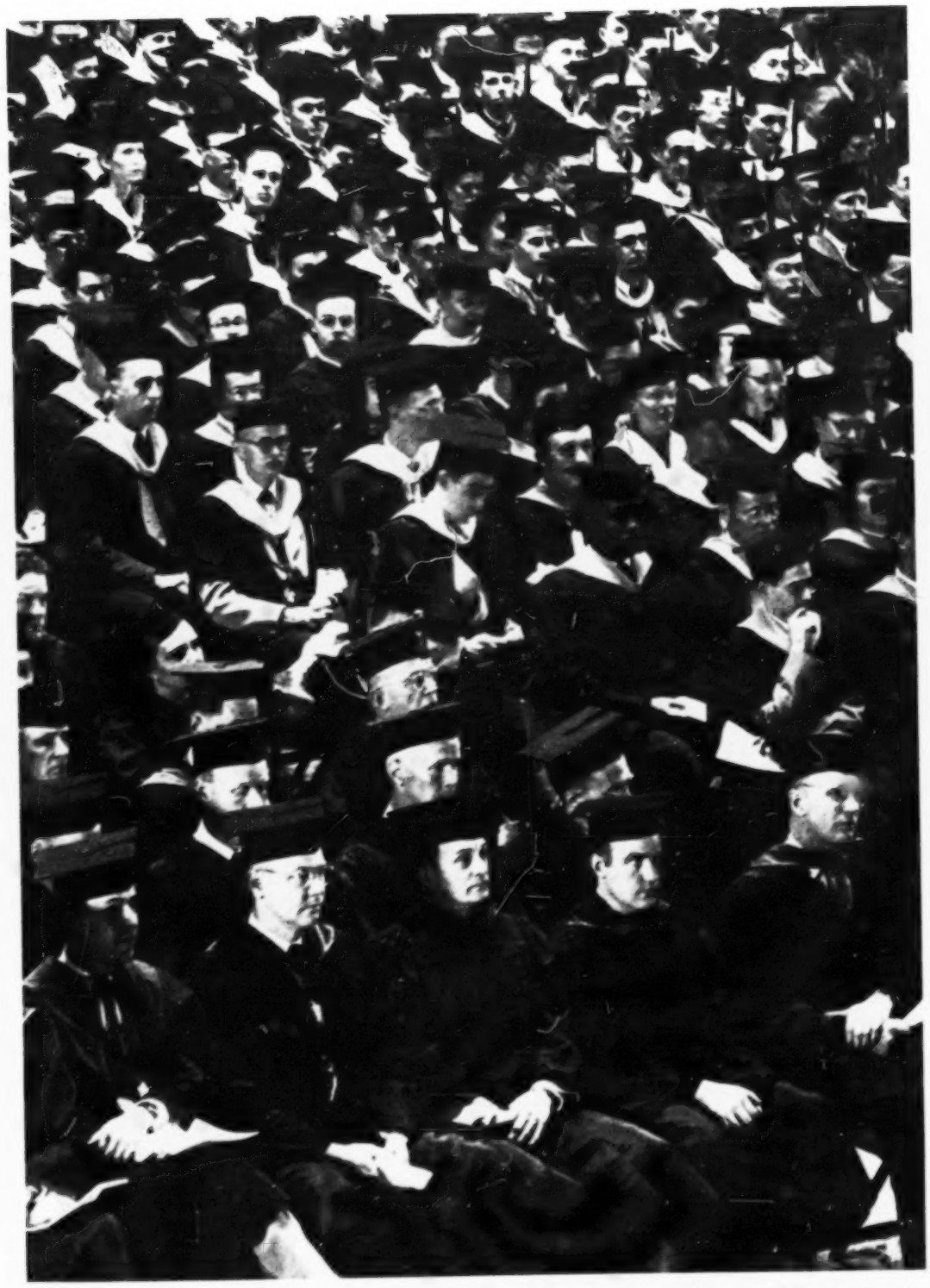
The high birth rate is but one factor operating to enlarge college enrollments. Business and industry have encouraged college attendance by demanding additional numbers of college-trained people to fill posts created by rapid technological advances. Technical developments, in turn, have required that colleges and universities provide new and improved programs. Moving in full circle, the programs have attracted more students. Clearly, the needs of the economy cannot be divorced from the growth of enrollments.[3]

For that matter, the need of society for persons enlightened by studies of a general, or liberal—rather than technical—nature cannot be discounted as an influential factor in college-going. Finally, the growing desire evidenced by both young people and their families for education at the college level has served to stimulate attendance.

The rising number of births, however, has attracted greatest attention, and for good reason, as many communities over the nation have felt the pressure of increased numbers in their elementary and secondary schools. Construction of new public schools and additional classrooms has been brisk and undoubtedly will continue to be so in the future, as the average annual number of births from 1950 through 1956 was approximately 800 thousand more than the average for the 1940–49 period, a rise of approximately 25 per cent.[17] In Wisconsin, births during the 1940's averaged about 68 thousand per year. The average for 1950–56 was about 89 thousand, a rise of approximately 30 per-cent.[19] (In 1959, births in Wisconsin exceeded 100 thousand for the first time.)

Nationally, the number of children of school age (5 to 17 years) is now at its highest point in history, and continued growth is anticipated. Growth of this group of children in Wisconsin is similar to the over-all national growth. From 1950 to 1958 Wisconsin school age children increased from 699 thousand to 948 thousand (35.5 per cent). Figures for the United States show a gain from 30.6 million to 41.7 million, a 36.5 per

* Vice-President, McGraw-Hill Publishing Company in *Financing Higher Education, 1960–70.*



Reliable indications point to unprecedented growth in college and university enrollments in the next 10 years. Rising enrollments indicate that the nation's supply of college graduates, including those earning master's and doctor's degrees, probably will double by 1969–70. Wisconsin's public colleges can expect enrollments to increase by 68 to 103 per cent by 1970.

cent rise.[4] The Bureau of the Census has estimated that there will be about 52 million high school graduates in the nation in 1960, as compared with 38 million in 1950. According to projections, high school graduates will number 70 million in 1970 and 95 million in 1980.[12] These data clearly indicate unprecedented growth in college enrollments in the future.

College-Age Youth Attending In Increasing Numbers

One index widely used to indicate the proportion of young people going to college is the ratio of total college enrollments to the total population of 18 to 21–year olds, the group known as "college-age youth." This ratio increased from 16 per cent in 1940 to 30 per cent by 1950. In the fall of 1959 the estimated ratio was 39 per cent. The U.S. Office of Education has estimated that the ratio will reach 44 per cent by 1970, though there is a good chance it will reach 50 per cent or better.[3] If the higher estimate were to be realized the nation's colleges and universities would be called upon to make provision for some 7 million students*—well over double the present numbers!

The proportion of college-age youth in attendance is not uniform across the states. Presently, the percentage of college-age youth attending Wisconsin's institutions of higher learning, both public and private, lags somewhat behind the national percentage. (See TABLE 1.) The lag is more apparent than real and is easily explained. The Wisconsin enrollment statistics do not include evening and extension students (other than those enrolled at extension centers). The U. S. Office of Education in its statistical studies of enrollment includes extension and evening classes taken for credit. For this reason, the Wisconsin figures regarding college-age youth in attendance are not fully comparable with the national figures.

In terms of growth trends, however, Wisconsin and the nation can be compared. Since 1950 the percentage of college-age youth in attendance across the nation has risen by nine percentage points. Wisconsin's increase since 1951 has been 11.1 per cent. TABLE 1 provides evidence of the trend in Wisconsin.

TABLE 1

PERCENTAGE OF COLLEGE-AGE YOUTH ATTENDING WISCONSIN COLLEGES*

Year	Wisconsin's Estimated College-Age Population	Day Enrollments (All Colleges)	Percentage Day Enrollment Is of College-Age Population
1951	183,820	39,905	21.8%
1957	184,427	55,744	30.2
1958	186,354	60,230	32.3
1959	189,615	62,524	32.9

* *Source: "Wisconsin College Enrollments, Fall 1959". The Coordinating Committee for Higher Education, Joint Staff Study XXX, December, 1959.*

* The Bureau of the Census estimates that college-age youth in the United States will number 14,573,000 in 1970 (Current Population Reports, Series P-25, No. 187).

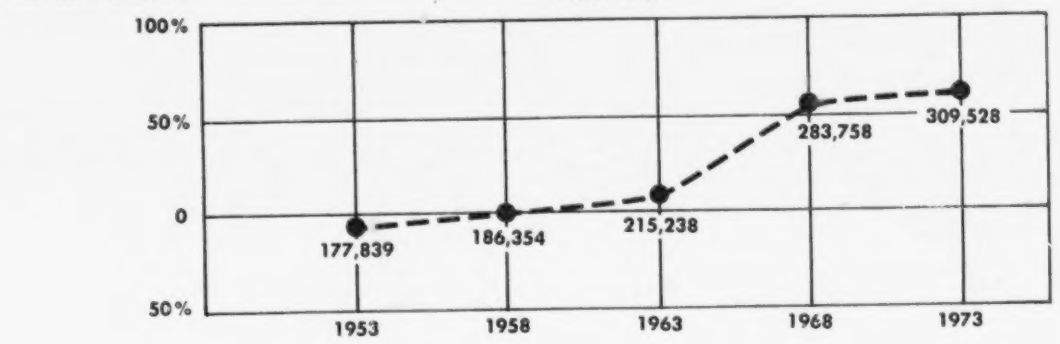
The 1959 enrollment in the State's public and private colleges represents an increase in the college-age proportion attending of .6 per cent over 1958. If the estimate of the number of college-age youth in the State for 1970 is realized (293,265) and an increase of .6 per cent is recorded annually, Wisconsin will have 115,839 college students enrolled in that year. If the present percentage rate remains in effect and no increase is recorded, enrollments still will reach 96,484 in 1970.[20]

CHART A illustrates the projected growth in college-age population from 1953 through 1973. From 1953 through 1963 a gradual rise in the 18–21 age group is noted, but after 1963 the number of young people of college age is expected to rise sharply, due in large part to record numbers of births during the late 1940's.

CHART A

THE PROJECTED GROWTH IN COLLEGE AGE POPULATION

Projection of Numbers of 18 to 21 year olds in Wisconsin 1953–1973



In considering the college-age youth data one should remember that a number of students younger than 18 and older than 21 enroll in the nation's colleges. The Bureau of the Census, for example, has reported an upturn in school attendance by persons aged 16–17 (up 9 per cent since 1950), by persons aged 20–24 (up 4 per cent), and by persons aged 25–34 (up 2 per cent).[15] As a consequence, enrollment projections made from the college-age data may be slightly conservative.

The Significance of Plans For College Attendance

The persistent up-trend in the nation's educational attainment, illustrated by the increased attendance at the various age levels, shows no sign of faltering. The aver-

age (median) number of years of school completed by persons 25 years and older has rapidly moved to 11 years in 1959 as compared with nine years in 1950 and eight years in 1940.[8] The level will reach an unprecedented high in a few years if—among other things—the wishes of parents for their children are realized.

A broad survey conducted by Elmo Roper and Associates for the Ford Foundation in the spring of 1959 revealed that 69 per cent of the children presently below 18 years of age are expected by their parents to go to college.[8] While such a percentage reflects parental pride and optimism, and some of those expected to go to college will not do so, the findings of the study dramatize the upward push in our society for more and more education.

Somewhat similar information is available for Wisconsin from a University of Wisconsin study involving more than 30 thousand high school graduates of the class of 1957 and about 2,100 parents of some of these graduates.[9] The students were questioned in the spring of 1957 prior to graduation, the parents in the fall of 1957 when plans would have borne fruit. Approximately half of the graduates indicated plans to continue schooling, and 90 per cent of those indicating plans to attend a "college" actually were enrolled in a "college" in the fall of 1957. Regardless of what their children actually were doing at the time of the spring inquiry, and despite financial or motivational deterrents to actual attendance, 88 per cent of the parents favored continued schooling for their children! Such factors as these cannot be overlooked in planning for increased numbers in the future.

Majority of College Students Attend Public Institutions

Another factor deserving of careful consideration in planning for the future is the steadily increasing enrollment pressure on public institutions of higher education. According to U. S. Office of Education statistics, public and private colleges almost equally shared the 2 million-plus students in 1950–51,[10] but since that time the proportion of students attending public institutions has increased by 8 to 9 per cent. (See TABLE 2.)

Wisconsin's public institutions have provided for the larger proportion of the state's college student population for a great many years. In 1951 the public colleges provided for 63.5 per cent of all students attending Wisconsin institutions of higher education. That percentage increased to 68.3 in 1959.[20] (See TABLE 2.)

TABLE 2

PERCENTAGE OF TOTAL ENROLLMENT ATTENDING PUBLIC COLLEGES

	1951	1957	1958	1959
United States	49.7	58.0	58.6*	58.8*
Wisconsin	63.5	66.1	67.5	68.3

* *Estimated.*

There is little likelihood that the proportion served by the State's public institutions will decrease in the years ahead. Evidence provided by the State's private colleges to the Coordinating Committee indicates that these institutions will grow substantially in the next 10 to 15 years, but this growth will not enable them to serve a considerably greater share of the student population than they now serve.[11] Thus, the public institutions must be prepared to provide for about 70 per cent of the expected numbers.

General Enrollment Outlook For Public Institutions

Earlier in this report enrollments in all institutions of higher education in the State were estimated for 1970 on the basis of a .6 per cent annual increase in the proportion of college-age youth going on for higher education. (See page 8.) If the projected figure—116 thousand students—were actually to be enrolled, the State's public institutions would be called upon to serve about 81 thousand students (approximately 70 per cent of the State's total higher education enrollment). Such a figure would mean an increase of 41 thousand (103 per cent) over the 1959 enrollment of 40 thousand.

Even if the present proportion (32.9 per cent) of college-age youth in attendance does not increase in the future, Wisconsin colleges still will enroll approximately 96 thousand students in 1970. In this case the public institutions will enroll about 67 thousand students for a gain of 27 thousand, or 68 per cent, over 1959 totals. The overwhelming majority of new students in public institutions will be enrolled by The University of Wisconsin and the nine State Colleges.

The University and the State Colleges now are serving approximately 66 per cent more students than were enrolled in the fall of 1953. During the 1953–59 period the State Colleges more than doubled their enrollments.

TABLE 3

ENROLLMENT TRENDS AT UW, UW-M, EXTENSION CENTERS, AND STATE COLLEGES, 1953–59***

Institutions	1953 Enrol.*	1959 Enrol.	Gain	Percentage of Gain
University (Madison)	13,346	18,167	4,821	36.1%
University (Milwaukee)**	2,891	5,369	2,478	85.7
Extension Centers	1,020	1,956	936	91.8
State Colleges	6,683	14,338	7,655	114.5
TOTALS	23,940	39,840	15,890	66.4%

* *1953 was chosen as a base date as it was the last year of a post-World War II decline in enrollments at the University. A similar decline in State College enrollments ended in 1952.*

** *This total represents combined enrollments of Milwaukee State College (1,808) and the Milwaukee Extension Center (1,083) which were merged in 1956 to form the University of Wisconsin–Milwaukee.*

*** *Sources: Enrollment Reports, The University of Wisconsin and State Colleges.*

Growth of this sort was made possible only through the cooperative labors of governors, legislators, citizens, and educators in planning ahead and in providing needed financial resources for the State's public institutions of higher learning. Similar cooperation, forthright planning, and vigorous financial support will be needed in the future if the State is to adequately fulfill its responsibility of providing a high quality educational opportunity for the increasing numbers of qualified young people in Wisconsin.

III. THE FINANCIAL PICTURE

There can be no avoidance of the stubborn fact that it will cost a lot more money to pay for the educational opportunities that we have assumed to be our national birthright.

—The President's Committee on Education Beyond the High School

The enrollment story told in the preceding pages of this public report certainly gives meaning to the above quotation. If additional numbers of qualified and deserving young people are to be provided a high quality opportunity for a college or university education in the years ahead, the financial support heretofore accorded higher education obviously will have to be materially increased.

Looking to Wisconsin's future in the area of higher education, the Coordinating Committee finds itself in accord with the realistic judgment of the President's Committee. There is, as yet, no definitive estimate of what public higher education in Wisconsin may cost over the next 10 years, but if present economic trends prevail and predictions of enrollment growth are proved to be accurate, the State undoubtedly will be obliged to provide greater financial resources for the support of its public institutions of higher learning.

While many citizens readily admit that the greatest resource of a nation is its people and that this resource is enhanced by education, there are some who are apprehensive of the ability of the economy to support an adequate program of higher education. The Coordinating Committee does not share in the doubts of these people. While the Committee recognizes that the successful financing of higher education—either on the state or national level—is a formidable task, it does not look upon the task as an impossible undertaking.

This section of the report is devoted to a consideration of the pattern of financial support of higher education over the nation as a whole and in Wisconsin. The picture of the national scene is brief because of space limitations, but it does reveal previous inadequacies in support and how improvement has been recorded in more recent years. Other sources can be consulted for more extensive treatment of the national picture.

FINANCING THE NATION'S PUBLIC AND PRIVATE COLLEGES

Higher education always has been sensitive to the needs and demands of the American public. Consequently, in large measure higher education's needs can be considered as reflections of the needs of the people. In the 1930's and 1940's the notion that higher education existed for the benefit of a few individuals was soundly rejected, and colleges and universities throughout the nation were called upon to provide more services for more people. As a result, the financial resources furnished to institutions of higher learning were greatly increased. An examination of the financial statistics of colleges and universities highlights the dramatic expansion

which has taken place in higher education as a result of enrollment and other societal pressures.

Cost of Operating All Colleges Rises to $4.5 Billion

What does it cost to operate the nation's approximately 1,900 colleges and universities? In 1957–58 approximately $4.5 billion were expended for "current operating purposes," which include all "educational and general expenses" (cost of instruction, organized research, general administration, plant operation and maintenance, libraries, and extension) and expenses for auxiliary enterprises and student-aid programs.

Expenditures for plant expansion (construction, remodeling, purchase of new equipment) are always considered apart from operating expenditures. Colleges and universities spent $1.1 billion in 1957–58 for plant expansion. TABLE 4 shows the pattern of expenditures over the years. A sharp rise in expenditures is noted between 1939–40 and 1949–50, the latter a peak year for enrollments in the era immediately following World War II, but between 1953–54 and 1957–58 expenditures took an even greater spurt upward as heavier pressures were felt by higher education.

TABLE 4

EXPENDITURES OF HIGHER EDUCATIONAL INSTITUTIONS FOR EDUCATIONAL AND GENERAL PURPOSES, 1929–30 TO 1957–58**
(in Millions)

	1929–30	1939–40	1949–50	1953–54	1955–56	1957–58
Adm. and General Expense	42.9	62.8	213.1	290.5	358.4	478.2
Resident Instruction	221.3	280.2	781.0	966.8	1,148.5	1,477.4
Organized Research	18.0	27.3	225.3	374.9	506.1	733.9
Extension	25.0	35.3	86.7	114.7	141.1	178.9
Libraries	9.6	19.5	56.1	73.4	86.1	110.5
Plant Operation and Maintenance	61.0	69.5	225.1	280.0	326.3	408.9
Related Activities	-------	27.2	119.1	188.0	222.3	246.4
Educational and General Total	377.9	522.0	1,706.4	2,288.4	2,788.8	3,634.1
TOTAL CURRENT EXPENDITURES*	507.1	674.7	2,245.7	2,902.5	3,524.7	4,543.6
CAPITAL OUTLAY	125.1	83.7	416.8	533.1	685.6	1,100.0
TOTAL EXPENDITURES	503.0***	758.4	2,662.5	3,435.6	4,210.3	5,643.6

* *Total Current Expenditures includes educational and general expenditures and Auxiliary Enterprises, Student Aid, and any other Current Expenditures.*

** *Sources: For data through 1955–56: Biennial Survey of Education, 1954–56. For 1957–58 data: Higher Education, March, 1960.*

*** *The year 1930 was the first for which capital outlay expenditures were reported. The questionnaire was revised in 1932. It is difficult to differentiate "other current expenditures" and "capital outlay".*

Using "educational and general expenses" as a basis, Prof. Seymour Harris, Harvard economist, has projected the 1957–58 expenditures into the future and has arrived at a $9.2 billion estimate of need for educational and general expenditures by 1969–70.[5] (Later in this report college needs are related to the ability of the

economy to provide the necessary financial resources. The effort required of the nation to provide the $9.2 billion is discussed at that point.)

What has accounted for higher costs and greater expenditures? Obviously, growing enrollments have contributed to the upward trend. Professor Harris points to three factors which contribute to higher unit costs: (1) new functions—colleges and universities today create a different product than they did 25 or more years ago, they provide more research and extension services (see TABLE 4), health services, employment and counseling aids, etc.; (2) better product—the average student receives a better education than in the past, teachers are better trained, new techniques of teaching are used, equipment and plant are better, etc.; and (3) a more costly product—each year the cost of services, plant, and supplies rises. The average, reflecting the heavy influence of inflationary forces in spite of rising productivity, may be 4 per cent over the years.

It is readily apparent that if the high quality of higher education is to be maintained in the future the American people will have to support the nation's colleges and universities generously.

Ability of the National Economy To Support Higher Education

To be fully understood, the increase in expenditures by colleges and universities should be viewed in relation to the expanding national economy and its ability to support higher education generally.

One index of the nation's economic situation is its gross national product, which is defined as the total national output of goods and services expressed in dollars. Another index revealing an important facet of the economic status of a state or nation is the personal income of individuals. A comparison of higher education expenditures for educational and general purposes with gross national product and total income payments is enlightening.

TABLE 5

EDUCATIONAL EXPENDITURES RELATED TO GROSS NATIONAL PRODUCT (GNP) AND PERSONAL INCOME*
(in Millions)

Year	GNP	Personal Income	Expenditures for Educational Programs	Percentage of GNP	Percentage of Income
1929–30	$ 91,105	$ 76,780	$ 377.9	0.41%	0.49%
1939–40	100,618	78,522	522.0	0.52	0.66
1949–50	284,599	225,473	1,706.4	0.60	0.76
1955–56	419,214	327,947	2,788.8	0.67	0.85
1957–58	441,700	359,000	3,634.1	0.82	1.01

* *Sources: For GNP and personal income: U. S. Income and Output, Personal Income by States, and Business Statistics, all U. S. Dept. of Commerce publications. For educational expenditures: Biennial Survey of Education 1954–56, and Higher Education, March, 1960.*

TABLE 5 indicates how the national economy has expanded in terms of gross national product (GNP) and personal income. It is apparent that the increasing needs of higher education are being recognized by the American people, as larger shares of GNP and personal income are being channeled into higher education. The most dramatic rise took place between 1955–56 and 1957–58, when the percentage of GNP assigned to higher education rose from 0.67 per cent to 0.82 per cent. Over the same period of time the share of personal income going to colleges and universities rose from 0.84 per cent to 1.01 per cent.

From What Sources Do Colleges Obtain Financial Support?

At this point it is prudent to consider the sources from which colleges and universities obtain income to meet expenditures for educational and general purposes. In a recent report[18] the Council for Financial Aid to Education grouped sources of income under three major headings:

1. **Internal**—tuition and fees, sales, rentals, interest on current funds.
2. **Philanthropic**—gifts, grants, donations, endowment earnings, bequests.
3. **Public**—appropriations, tax levies, other contributions from Federal and State government and from county, city, or other local jurisdictions.

The Council's report dealt with changes in the sources of income for educational and general purposes during the period 1943–44 to 1957–58. In brief the report showed that public and private colleges and universities have increased their dependence upon voluntary support and internal sources for funds. They received from public sources a smaller percentage of their total income in 1957–58 for educational and general purposes than they did in 1943–44, despite the fact that the volume of public dollars is larger than the volume of dollars coming from either of the other two groups of sources.

U. S. Office of Education statistics confirm the Council's findings.[1]* Income from gifts and grants increased from 6.6 per cent to 8.6 per cent of all income received for educational and general purposes between 1949–50 and 1957–58. Income from student fees increased (21.7 to 25.0 per cent), as did research money from the Federal government (11.0 to 14.3 per cent). After rising from 27.0 per cent in 1949–50 to 31.9 per cent in 1953–54, income from state governments fell to 30.7 per cent in 1957–58.

The percentage of income from state governments for public institutions alone fell somewhat in 1957–58 after climbing from 46.8 per cent in 1949–50 to 53.9 per cent in 1953–54. The 1957–58 figures indicate that state government support fell to an estimated 52.3 per cent of all income for educational and general expenses.

* Also, data from TABLE 4, this report.

Needs of Colleges Related To Economic Outlook

A larger share of the gross national product will have to be dedicated to higher education if the nation's colleges are to keep pace with future public needs and demands for services. There is complete agreement on this point by virtually all who have studied the problem.

Harvard's Professor Harris[5] and President Robert Calkins[2] of the Brookings Institution each estimate that more than 1 per cent of the 1969–70 gross national product will have to be channeled into higher education. The GNP for 1969–70 is estimated at approximately $700 billion. The Harris figure is 1.28 per cent, but is recognized as conservative, as it does not allow for the rise of construction outlays. The Calkins figure allows for plant expansion and is 1.59 per cent. These percentage allocations would provide between $9 billion and $11 billion. Nothing less will do the required job.

Reaching the desired goal nationally will depend in large measure on continued economic growth. At present the economy is generally active and healthy—the 1959 gross national product was estimated at $480 billion, and the $500 billion figure was surpassed early this year. The President's Council of Economic Advisers, as reported by *U. S. News and World Report,* estimates the 1960 GNP at $510 billion and incomes of people at $402 billion.[14] (See TABLE 5 to ascertain growth since 1955–56). It would seem that the judgment of the Educational Policies Commission several years ago is sound: "Barring depression and war, the United States can afford to spend what is needed to expand and improve its enterprise in higher education during the coming decade of decision."[6]

This conclusion rests upon the solid foundation of public action taken to meet the crisis in the elementary and secondary school fields:

> . . . when faced with the necessity of building public schools and of increasing the salaries of teachers during recent years, the public in all states responded to the challenge. They expanded the support of public schools from $5,800 million to $14,400 million between 1949–50 and 1958–59. In that period they increased the percentage of GNP devoted to public schools from 2.21 to 3.15 per cent.[2]

It is confidently expected that the public will act in similar fashion to preserve and enrich American higher education when pressures increase between now and 1970.

FINANCING WISCONSIN'S PUBLIC COLLEGES AND UNIVERSITIES

It has already been shown that Wisconsin's public institutions of higher learning will be obliged to absorb greater numbers of students in the next decade. New classrooms and laboratories, and additional well-qualified teachers will be needed if the State is to maintain, and improve, the quality of public higher education in the years ahead.

In this section of its report the Coordinating Committee has attempted to trace

past and present patterns of financing the educational programs of The University of Wisconsin and the State Colleges. The broad financial needs of Wisconsin's public colleges are not unlike those of the nation's public institutions.

Level of Financial Support Lower Than in 1939–40

Many, if not all, who read this part of the report will be surprised to learn that the State's public colleges and universities were not as well supported in 1957–58 as they were in 1939–40 in spite of the fact that many more students were enrolled in 1957–58. This fact is made apparent by several comparisons of state financial statistics, as was done in the study of national support patterns.

While the total amount of dollars channeled into higher education has increased considerably since 1939–40, the general level of support, as determined by several indices, has not attained the 1939–40 mark in recent years. In fact, on one index the 1939–40 level of support declined until the mid-1950's, when a noticeable rise in 1955–56 and 1957–58 managed to restore Wisconsin to its 1929–30 level.

An index which supports the preceding contention is provided by relating the total income received by individuals to the total amount of tax funds expended for the operation of the University and the State Colleges. TABLE 6 indicates that personal income in Wisconsin has shown considerable growth since 1929–30, rising from about $1.8 billion at that time to $7.6 billion in 1957–58. Expenditures during the same period increased from $6.6 million to $28.9 million. The question which naturally follows is: "How much of the total personal income of the people of Wisconsin was devoted—through expenditures of tax funds—to the support of public higher education?"

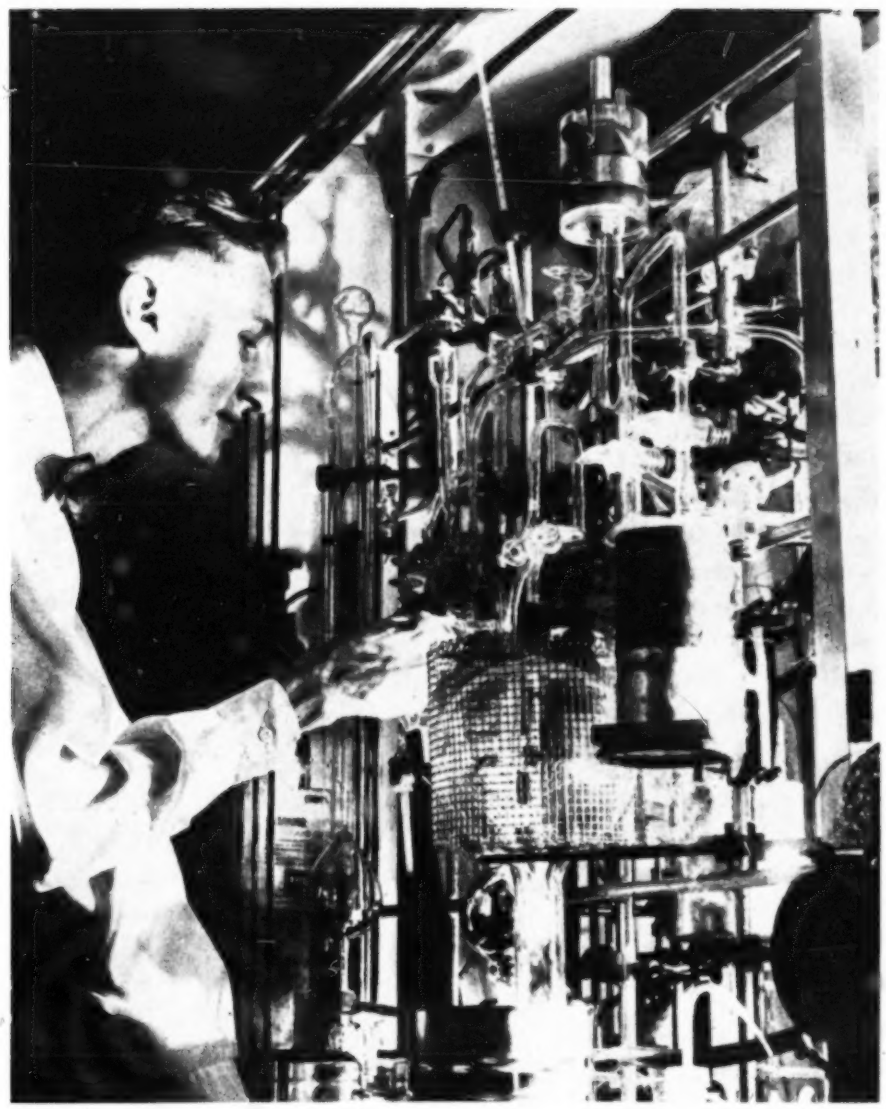
TABLE 6

EXPENDITURES OF TAX FUNDS FOR OPERATING PURPOSES BY PUBLIC COLLEGES AS RELATED TO PERSONAL INCOME*
(in Millions)

Year	Tax Expenditures**	Personal Income	Expenditures As Percentage of Income	Dollars Spent Per $1,000 of Income
1929–30	$ 6.6	$1,754	0.38%	$3.80
1939–40	6.9	1,740	0.40	4.00
1949–50	15.9	5,060	0.31	3.10
1955–56	23.1	7,092	0.33	3.30
1956–57	25.4	7,484	0.34	3.40
1957–58	28.9	7,624	0.38	3.80

* *Sources: For tax expenditures: State of Wisconsin, Department of Administration, Bureau of Management. For personal income through 1956–57: U. S. Income and Output, 1958 (U. S. Department of Commerce). For 1957–58: "State Tax Collections in 1959" (U. S. Department of Commerce).*

** *Expenditures include operating funds for the University of Wisconsin Hospital. These expenditures have exceeded $1.9 million since 1955–56. It is debatable whether these expenditures are a legitimate charge against public higher education.*



Many citizens of Wisconsin are not aware that the University and State Colleges are substantially self-supporting. Money is obtained from research grants, student fees, residence halls, hospital services, intercollegiate athletics, farm sales and other services. In 1958–59, money from sources other than State taxes paid for 59 per cent of all expenditures by the University and 40 per cent of all expenditures by the nine State Colleges.

The answer—"not more than four-tenths of one per cent". TABLE 6 shows that not more than $4 out of every $1,000 earned went to public colleges and universities in the form of tax dollars, and the $4 mark was attained only in 1939–40.

Some statistics compiled by the U. S. Office of Education for the years 1939–40 and 1955–56 were studied by the Joint Staff of the Coordinating Committee in a comparison similar to that made in TABLE 6. While the U. S. Office figures differed somewhat from those reported in TABLE 6 for Wisconsin's tax expenditures, the state-by-state statistics were useful in determining Wisconsin's position relative to all other states furnishing comparable information to the U. S. Office. The comparison by the Joint Staff indicated that Wisconsin and Texas tied for sixteenth in the nation in 1939–40 in terms of the percentage of personal income dedicated to the support of public colleges through state governments. Wisconsin's level of support in 1955–56 earned thirtieth place for the Badger state.

In the North Central region of the United States where 12 states were compared, Wisconsin ranked seventh in 1939–40 but fell to ninth in 1955–56. In a comparison of the seven states in which Big Ten universities are located, Wisconsin ranked third in 1939–40 (behind only Iowa and Minnesota), but dropped to fifth (behind Iowa, Minnesota, Michigan, and Indiana) by 1955–56. Wisconsin was the only state of the seven compared to record a decline in the percentage of personal income allocated to higher education by state governments between 1939–40 and 1955–56.

It is heartening, however, to see the gradual upward turn since 1955–56 in the percentage of personal income going to public colleges in the form of tax dollars.

Most Neighboring States Outdistance Wisconsin in Percentage Increases

How does Wisconsin measure up in relation to efforts by other states to increase the support of public institutions of higher learning? A study of the U. S. Office of Education figures discussed in the three preceding paragraphs indicated that Wisconsin's increases in state dollars furnished public colleges have not kept pace with increases (on a percentage basis) by neighboring states or, for that matter, with increases by most states in the Union. TABLE 7 shows that Wisconsin's 278 per cent increase from 1939–40 to 1955–56 in state funds ranked only forty-fourth in the nation. In the North Central region Wisconsin's percentage increase ranked eleventh in a comparative field of 12.

U. S. Office of Education 1957–58 state-by-state statistics similar to those reported in TABLE 7 are not yet available. Thus, it is not possible to compare accurately Wisconsin's increase in state funds between 1939–40 and 1957–58 with increases by other states. (In terms of figures reported in TABLE 6 Wisconsin's tax expenditures by public colleges increased from $6.9 million to $28.9 million between 1939–40 and 1957–58—a 319 per cent increase. This increase is not directly comparable with data recorded in TABLE 7.)

TABLE 7

PERCENTAGE INCREASE IN STATE EXPENDITURES FOR PUBLIC HIGHER EDUCATION, 1939–40 TO 1955–56*

Region and State	Income of Public Colleges From State Gov'ts. (in thousands) 1939–40	1955–56	Percentage of Increase	Rank of Percentage
NORTH CENTRAL				
Illinois	$7,644	$57,635	653.9%	10
Indiana	5,667	29,612	422.5	29
Iowa	5,217	25,233	383.7	31
Kansas	3,348	15,463	361.9	35
Michigan	9,350	58,401	524.6	22
Minnesota	5,586	23,969	329.0	39
Missouri	4,232	14,721	247.8	46
Nebraska	2,268	10,800	376.2	33
North Dakota	1,151	6,919	501.1	24
Ohio	6,299	29,870	374.2	34
South Dakota	841	5,635	570.0	17.5
WISCONSIN	5,663	21,412	278.1	44

* *Sources: Biennial Survey of Education, 1938–40–42 and 1954–56, current income of public institutions from state governments for educational and general purposes.*

Public Colleges Lose Ground In Sharing Certain Funds

While the State's public colleges have received greater amounts of tax dollars in recent years, these amounts have represented shrinking proportions of both (1) the total of local and state taxes collected, and (2) the total executive budget expenditure. This loss of ground in the two areas is illustrated in TABLE 8.

When the education expenditure (tax dollars) is considered as a percentage of total taxes collected, it is seen that the 1958–59 percentage is slightly less than that recorded in 1919–20, and 1949–50. There has been a slight rise since 1955–56, however.

Higher education has lost considerable ground in sharing executive budget expenditures with other social agencies. Thirty to 40 years ago the education expenditure amounted to approximately one-third or one-fourth of the executive budget expenditures. In 1958–59 the percentage allocated to higher education was 17.6 per cent, a drop of one-half of one per cent from 1957–58.

UW and State Colleges Support Themselves in Various Ways

In the preceding pages much has been reported regarding the key role played by state governments in providing financial resources for public colleges and universities. It should be noted at this point that The University of Wisconsin and the State Colleges do *not* rely on tax dollars for 100 per cent of the funds necessary for their operation. The fact that the University and State Colleges are self-supporting

TABLE 8

EXPENDITURE OF TAX FUNDS FOR OPERATING PURPOSES BY WISCONSIN HIGHER EDUCATION RELATED TO TAXES LEVIED AND EXECUTIVE BUDGET EXPENDITURES*
(in Millions)

Year	Expenditures by Colleges**	Local and State Taxes	Executive Budget Expenditures	Education Expenditure As Percentage of Taxes	Budget
1919–20	$ 4.0	$105.7	$ 13.1	3.8%	30.5%
1929–30	6.6	184.1	27.8	3.6	23.7
1939–40	6.9	204.7	34.8	3.4	19.8
1949–50	15.9	415.5	100.3	3.8	15.9
1955–56	23.1	670.5	135.5	3.4	17.0
1956–57	25.4	726.5	141.8	3.5	17.9
1957–58	28.9	773.0	160.0	3.7	18.1
1958–59	30.3	816.6	172.5	3.7	17.6

* *Source: "The Financial Support of Higher Education," The Coordinating Committee for Higher Education, Background Studies VII, 1957; and State of Wisconsin, Department of Administration, Bureau of Management.*

** *Includes expenditures for operating the University of Wisconsin Hospital (see note ** under TABLE 6).*

to a considerable degree is not generally recognized by many citizens of this State. Non-tax funds supply a large proportion of the funds expended by, and needed for operation of, these institutions.

Tax funds are made available to the University and State Colleges through appropriations from the executive budget. Non-tax funds come to these institutions through appropriations from the revolving fund. The revolving fund contains money which has been obtained by the colleges from student fees, farm sales, hospital services, intercollegiate athletics, residence halls, gifts, grants, contracts, Federal appropriations, and other services. These revolving funds are paid into the State treasury and are re-appropriated to the several institutions, the State merely serving as a depository for the substantial amounts of money which are collected by the colleges. It must be emphasized that appropriations from the revolving fund contain *no tax dollars.*

Money from the revolving fund always has constituted a sizeable proportion of the total expenditure (tax plus non-tax funds) of higher education institutions in Wisconsin. With its many students, operations, and services, the University obtains a higher percentage of its total funds from the revolving account than do the State Colleges. TABLE 9 shows the degree to which the University and State Colleges depend upon sources other than State tax funds. In recent years tax funds have provided a smaller proportion of the total amount of funds expended for operating purposes.

For the three years noted in TABLE 9, total expenditures of the University and State Colleges amounted to $185.4 million. Of this amount, $100.9 million—54.4 per cent—was non-tax money accruing to the institutions through student fees, gifts, grants, contracts, Federal appropriations, sales, services, etc.

TABLE 9

TAX (EXECUTIVE) AND NON-TAX (REVOLVING) EXPENDITURES, 1956–58*
(in Millions)

	1956–57	Percentage of Total	1957–58	Percentage of Total	1958–59	Percentage of Total
University (Total)	$45.0	100.0%	$52.7	100.0%	$57.0	100.0%
Executive	19.6	43.6	22.4	42.5	23.2	40.7
Revolving	25.4	56.4	30.3	57.5	33.8	59.3
State Colleges (Total)	8.8	100.0	10.1	100.0	11.8	100.0
Executive	5.7	64.8	6.5	64.4	7.1	60.2
Revolving	3.1	35.2	3.6	35.6	4.7	39.8

* *Source: Annual Fiscal Reports, 1958–59, State of Wisconsin.*

In terms of self-support, income from student fees defrays about 20 per cent of the instructional cost at the University and State Colleges. The Coordinating Committee believes that students at the public institutions should not be expected to pay more than this portion of the instructional cost.

In the judgment of the Committee, any increase in the proportionate cost now borne by the students would erect insurmountable financial barriers to many more otherwise qualified college aspirants than are now barred by present fees. (The study by Professor Little[9] indicated that the cost of attending college was the major deterrent to continuation of education by high school graduates of 1957.) At its meeting in April, the Committee adopted the following resolution:

> The Coordinating Committee for Higher Education firmly believes that the State of Wisconsin, in its own best interests and those of the Nation, should furnish a high quality educational opportunity to all qualified persons of the State of Wisconsin. In that belief, the Coordinating Committee affirms the principle of maximizing opportunity for public higher education by minimizing the cost to the student. The Coordinating Committee thus stands in resolute opposition to efforts to increase the present proportionate cost of public higher education borne by the student.
>
> As for out-of-state tuition charges, the Coordinating Committee recognizes the educational and social values to be derived from daily association between students from Wisconsin and those from other states and nations and is therefore of the opinion that it would be unwise for the State of Wisconsin to establish out-of-state charges so high as to discourage the free interchange of students from other states and nations.

TABLE 10 shows how student fees at The University of Wisconsin have inflated well beyond the cost of living. Using 1930 as a base date, one sees that the index for fees charged resident students has increased from 100 to 314.3, while the index for fees and tuition charged non-resident students has increased from 100.0 to 222.2. Over the same period of time, the cost of living index has increased from 100.0 to 174.5.

TABLE 10

UNIVERSITY OF WISCONSIN ACADEMIC YEAR FEES RELATED TO COST OF LIVING SINCE 1930*

Year	Paid by Resident Students Fees	Index (1930 = 100)	Paid by Non-Residents Fees and Tuition	Index (1930 = 100)	Cost of Living (1930 = 100)
1930–31	$ 70.00	100.0	$270.00	100.0	100.0
1932–33	84.00	120.0	284.00	105.2	81.8
1939–40	94.00	134.3	294.00	108.9	83.2
1947–48	120.00	171.4	320.00	118.5	133.8
1951–52	150.00	214.3	450.00	166.7	155.5
1953–54	180.00	257.1	500.00	185.2	160.2
1957–58	200.00	285.7	550.00	203.7	168.3
1959–60	220.00	314.3	600.00	222.2	174.5

** Source: Office of the Controller, The University of Wisconsin.*

Another aspect of financing higher education is the matter of providing adequate financial support of a fair and competitive salary program for faculty and other personnel. The Coordinating Committee has dedicated a brief, separate discussion to this important facet of financing.

Top-flight teaching and research personnel must be obtained if the quality of college faculties is to be maintained in the years ahead. Improvement of faculty salaries is necessary if colleges are to compete successfully with business, industry, and government for competent personnel. In Wisconsin, salaries must be improved if the State is to regain ground lost to other Midwestern states.

IV. FACULTY SALARIES

Increase in faculty salaries is the most urgent priority in financing higher education. Competent faculties are the critical factor in all planning for higher education's future. All other expenditures for higher education are in vain if the quality of faculties is allowed to deteriorate. Yet the salary situation, worsening through every decade of this century and now aggravated by sharp competition for trained talent in all aspects of the national life, is the greatest single handicap to the maintenance and expansion of a worthy program of higher education.

—The Educational Policies Commission of the National Education Association

The poor economic status of the nation's college teachers is a problem of major proportion which must be solved if higher education is to adequately fulfill its responsibilities to society in the demanding years head. The President's Committee on Education Beyond the High School several years ago noted that "the teaching profession is characterized by startlingly low salaries" and warned that "to induce or accept much larger numbers of students into a system of higher education which cannot provide adequate resources of competent teachers would be a national fraud and calamity."[16]

In recent years higher education has fought a losing battle with business, industry, and government for top-flight talent. Colleges and universities often simply are priced out of the market. It has been noted that institutions of higher learning find themselves in the unique position of being both producers and consumers of able, well-educated manpower: "As producers, they are being pressed to turn out more and better graduates to serve the needs of others, but as consumers they are being outcompeted by the others in their efforts to hire enough good teachers to get the job done."[3]

It is, therefore, not unusual for new college graduates to receive higher paying positions than those held by the teachers who have prepared them. And the high salary that a young graduate with no experience is able to obtain in private industry is even more significant when one considers the salary paid and the amount of experience and academic training required of the college teacher.

The general plight of faculty members in regard to academic salaries has been depicted thoroughly in other publications,[6, 7, 16] which are recommended reading for those who desire a broader perspective of the national scene. Because of space limitations, the Coordinating Committee can only reflect briefly some of the major findings and conclusions arrived at by these other authoritative sources. The major purpose of this portion of the Committee's report is to discuss salary practices in Wisconsin and in other Midwestern states which support comparable public institutions of higher learning.

Improvement of Faculty Salaries Seen as Top 10-Year Priority

It is generally agreed that faculty salaries over the nation should be doubled over the next 10 years. This would enable higher education to hold those faculty members now being lost to higher paying non-teaching positions and attract well-qualified new ones. The sad fact is that higher education has considerable ground to make up. It is a matter of record that faculty members have not shared in the nation's general prosperity in the last 20 years. Between 1940 and 1954, for example, salaries (real income before taxes) of faculty members *declined* by 5 per cent, while income of lawyers rose by 10 per cent, that of industrial workers climbed by 48 per cent, and that of physicians increased by 80 per cent.[7]

There is some evidence that the American people have recognized the inequity in the faculty salary situation. In the four years between 1954–55 and 1957–58 faculty salaries rose by 20 per cent.[3] Between 1957–58 and 1959–60, salaries in four-year public and private colleges rose by 10.6 per cent, a slightly higher annual rate of increase. Contributing heavily to the general improvement was a 14.2 per cent rise in salaries of private college faculties. Salaries for public college faculties rose by 8.8 per cent over the same two-year period.

The Coordinating Committee is convinced that the upward trend must be accelerated and that ordinary annual increments of a small percentage of base salary will not be sufficient to enable the nation's colleges to compete for top talent or, for that matter, to hold some of the outstanding scholarly personnel now sought by non-educational agencies.

Faculty salaries should be given first priority in educational planning. The greatness of any institution depends in large measure on its faculty. To ensure the high quality of higher education in the decade ahead, higher education must be provided the necessary financial resources in order to make a teaching career attractive to outstanding college students and graduates. "The time has come to stop convincing every undergraduate that a teaching career requires a vow of poverty."[8]

UW and State Colleges Rank Low in Regional Comparison

In regard to average salaries paid faculty members, the University and State Colleges generally do not compare favorably with comparable institutions in other Midwestern states. Wisconsin's public colleges have lost ground since 1957–58 in efforts to improve their position with respect to similar institutions in neighboring states. The loss of ground in the region, where competition is intense for first-rate faculty personnel, is of greater significance to prospective teachers and employing officials than the finding that Wisconsin's public colleges do not fare poorly in a salary comparison with all of the nation's colleges and universities. The critical factor to be considered is how Wisconsin's public colleges and universities measure up with similar institutions in the Midwest, not with colleges in the nation as a whole.

TABLES 11 and 12 and CHARTS B and C have been provided to show Wisconsin's standing in relation to other states. TABLE 11 compares the University of Wisconsin with other Big Ten institutions, as does CHART B. The State Colleges are compared with similar institutions in other Midwestern states in TABLE 12 and CHART C. The tables include data regarding Wisconsin's relative position in 1957–58 in order that changes in rankings can be detected.

Inspection of TABLE 11 reveals that the University has fallen behind its 1957–58 performances in the instructor and assistant professor ranks, while holding its own in the professor rank. The drop in the assistant professor rank was most noticeable, the University falling from sixth to eighth. The associate professor rank showed the only improvement, a rise from eighth to seventh.

TABLE 11

MEAN SALARIES FOR BIG TEN INSTITUTIONS ACADEMIC YEAR 1959–60 (Rankings for 1957–58 and 1959–60 Included)

University	Prof.	Rank '57	Rank '59	Assoc. Prof.	Rank '57	Rank '59	Ass't. Prof.	Rank '57	Rank '59	Inst.	Rank '57	Rank '59
A	$10,363	10	10	$8,015	10	8	$6,570	10	9	$4,929	10	10
B	11,574	5	5	8,487	6	4	6,826	7	5	5,437	9	7
C	10,520	8	7	8,001	9	9	6,496	9	10	5,206	8	9
D	11,721	3	3	8,531	4	2	6,864	5	4	5,462	7	6
E	11,593	2	4	8,503	3	3	6,792	4	6	5,549	6	4
F	10,392	9	9	7,805	7	10	6,697	8	7	5,341	5	8
G*	12,406	1	1	8,867	1	1	7,151	1	1	5,725	3	2
H	11,758	4	2	8,456	5	5	6,985	3	2	5,720	2	3
I	10,446	7	8	8,312	2	6	6,975	2	3	5,800	1	1
WISCONSIN	10,740	6	6	8,089	8	7	6,661	6	8	5,509	4	5

* *Tentative figures.*

TABLE 12 reveals that Wisconsin State Colleges have suffered even more of a drastic loss of position in the various ranks than the University. In the rank of associate professor the drop was sharpest—from third in 1957–58 to sixth (last) in 1959–60. Loss of position also is noted in assistant professor and instructor ranks.

TABLE 12

MEAN SALARIES FOR STATE COLLEGES IN SIX MIDWESTERN STATES ACADEMIC YEAR 1959–60 (Rankings for 1957–58 and 1959–60 included)

State	Prof.	Rank '57	Rank '59	Assoc. Prof.	Rank '57	Rank '59	Ass't. Prof.	Rank '57	Rank '59	Inst.	Rank '57	Rank '59
V	$9,218	1	1	$7,790	1	2	$6,664	1	4	$5,511	3	6
W	9,051	3	2	7,814	6	1	7,125	5	1	6,118	4	2
X	8,883	2	3	7,495	2	5	6,553	4	6	5,571	5	5
Y	8,698	4	4	7,719	4	3	6,749	6	3	5,713	6	4
WISCONSIN	8,392	5	5	7,451	3	6	6,646	3	5	5,953	2	3
Z	8,323	6	6	7,584	5	4	6,820	2	2	6,126	1	1

The Coordinating Committee firmly believes that the loss of ground in regard to salary levels must be reclaimed if the State's public colleges are to continue to be

CHART B

MEAN SALARIES—BIG TEN INSTITUTIONS

Academic Year 1959–60

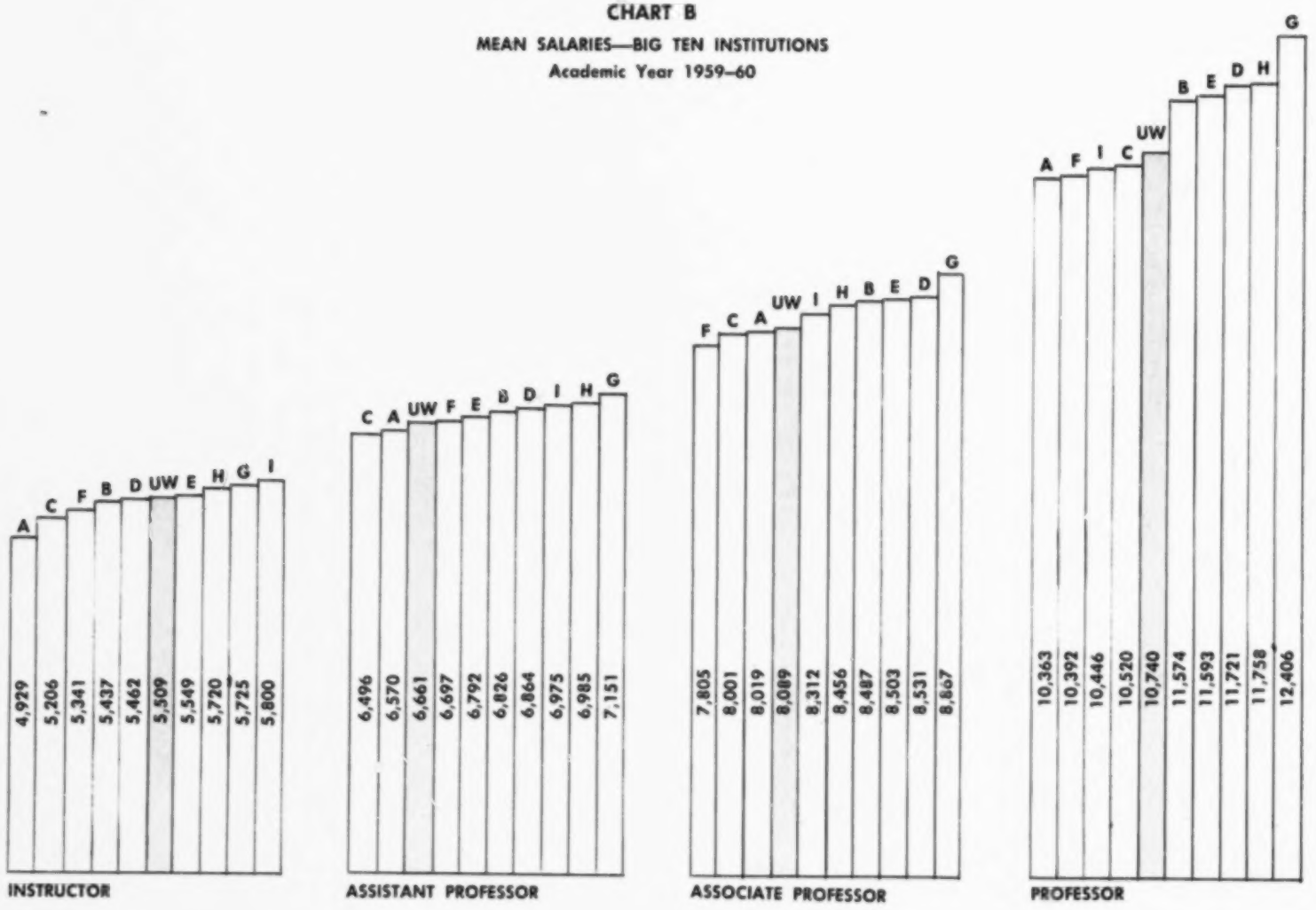
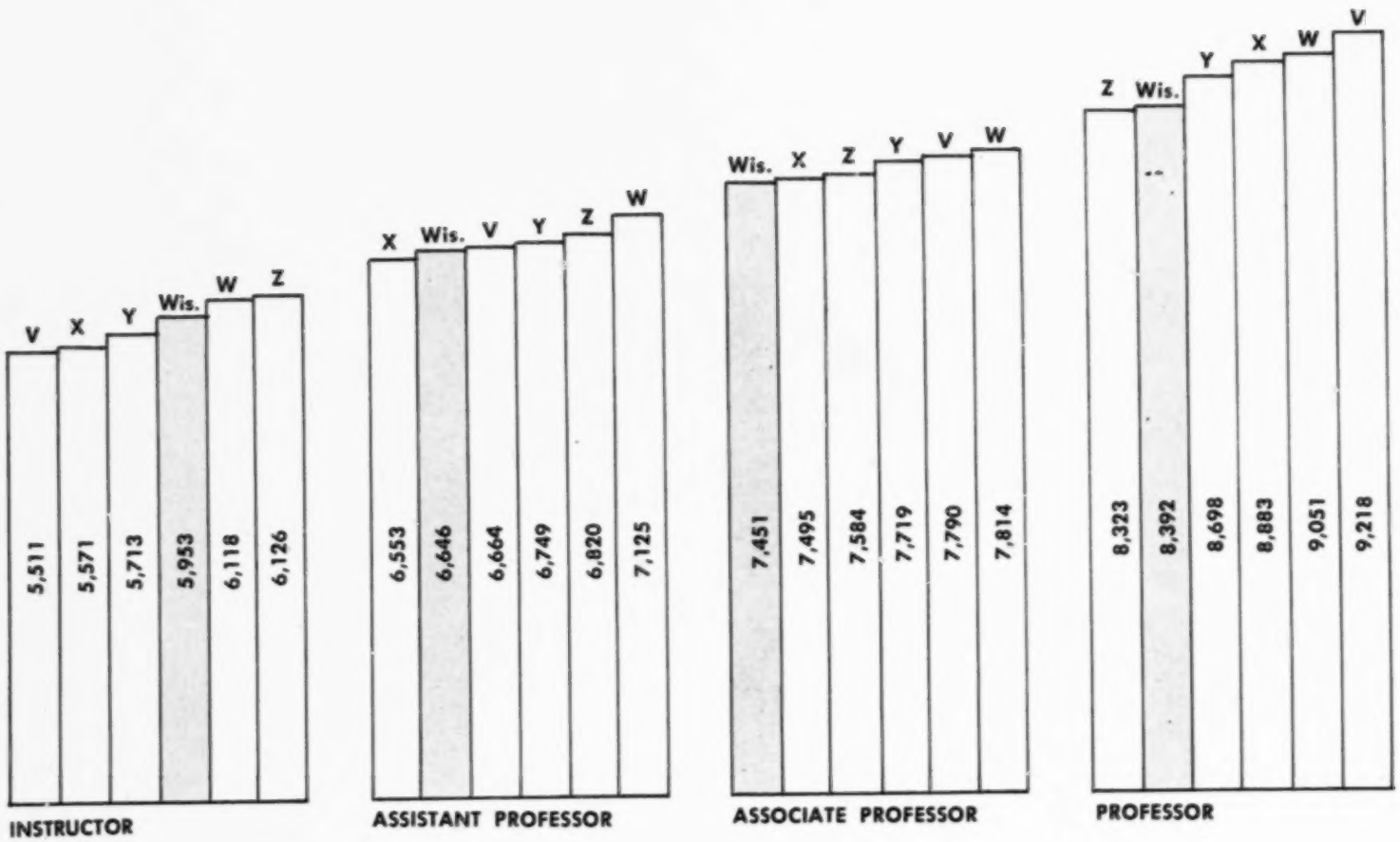


CHART C

MEAN SALARIES FOR STATE COLLEGES IN SIX MIDWESTERN STATES
Academic Year 1959–60



staffed with first-rate faculty personnel. The danger of being "priced out of the market" for well-qualified staff is very real if lost ground is not reclaimed. It is essential and imperative that top priority be given faculty salary increases. Substantial annual increases, rather than modest increments, must be forthcoming if Wisconsin's competitive position is to be improved and if the quality of higher education, for which the State has long been noted, is to be maintained at a high level.

V. HIGHER EDUCATION IN REVIEW

Glancing back through the pages of this report, one is impressed by the challenges which will face higher education in the years ahead. There is no doubt but that the needs of higher education in large measure will mirror the needs of society for greater numbers of well-educated, capably trained persons in a dynamic, demanding era of progress. Inasmuch as the well-being of the nation is so closely linked with higher education, its research, services, and products—the farmers, lawyers, scientists, businessmen of tomorrow—these challenges must be met vigorously and with alacrity. The health of the nation in the decades ahead may well depend upon the health of higher education.

The Coordinating Committee for Higher Education has issued this report in order to better inform the people of Wisconsin of the genuine needs of higher education throughout the nation. More specifically, the Coordinating Committee has directed its attention to identifying the challenges which lie ahead for the University and State Colleges. Some of these challenges, which are identical on a state or national basis, are reviewed as follows:

CHALLENGE—Higher education must provide for unprecedented growth in student populations. Rising birth rates in the years immediately following World War II indicate a veritable "tidal wave" of students in the next decade. Assuring great increases is the rising percentage of college-age youth who decide to seek admission. Desire of parents for their children to continue their education is another factor heralding larger enrollments.

CHALLENGE—Public institutions must be prepared to absorb the greater percentage of new collegians. Wisconsin's public institutions already provide for nearly 70 per cent of all students enrolled in the State's public and private colleges. It is anticipated that the public colleges will accomodate not less than this percentage in the future. The public colleges *will* have to prepare for increased numbers. It is probable that public college enrollments in Wisconsin will increase by 68 to 103 per cent in the next 10 years.

CHALLENGE—Growing enrollments and the increasing needs of society for more, and different kinds of, services indicate a need for broadening of curricula and an extension of present services. It should be expected that the nation's colleges and universities will be called upon to increase their research efforts and expand and extend their adult education programs and their extension services.

CHALLENGE—Physical facilities will have to be provided in order to cope with expanding enrollments. Building needs should be provided for as quickly as possible since past experience has shown that

every year of delay in construction adds at least 5 per cent to the cost of construction.

CHALLENGE—Of urgent priority is the need for improving faculty salary levels. Most sources agree that faculty salaries should be doubled in the next 10 years. This would restore much of the ground lost and would enable higher education to compete with business, industry, and government in securing and retaining teachers of high ability. Wisconsin, in particular, must move quickly to re-establish itself among the top few in the Midwest where salaries are concerned or risk the consequences of being "priced out of the market" not only by business, industry, and government, but also by institutions of higher learning in neighboring states.

VI. A FORWARD LOOK

The American people have the final authority in determining what kind of financial support will be accorded higher education in the years ahead. If the challenges of the future are to be met, the American people must become convinced that the welfare of their colleges and universities is of utmost importance to the welfare of the nation. The needs are clear. Action to meet these needs must soon be forthcoming. "As a people, we must couple this information (regarding needs) with the will to act on it, or face the consequences of inaction. Failure to meet the total cost will adversely affect American youth either by an outright denial of, or an inferior substitute for, genuine educational opportunity."[16]

> . . . the essence of this nation's educational problem is that we have allowed a potentially disastrous educational lag to develop, a gap between our mounting educational requirements on the one side and our educational effort and performance on the other. Even in a stable and peaceful world this gap would hamper us seriously in moving toward the highest goals of a free society in which every individual would have the opportunity to develop his potentialities to the full. But the world is not stable and peaceful. The Soviet Union is making a much greater educational effort than the United States and the whole free world in pursuit of goals which are hostile to a free society. The central task for the United States, therefore, is to close this educational gap and keep it closed.[3]

There is ample evidence that the American people will not sit back complacently when an emergency situation arises. The response of the people to the urgent needs of the elementary and secondary schools (see page 16) indicates that the willingness and financial resources of the people can be marshalled for maximum effort in the interests of education. Walter Lippman, the famous journalist, has indicated what kind of effort must be expended in the future if the nation is to flourish and perhaps even survive.

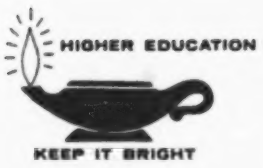
> Our education effort . . . has not yet been raised to the plateau of the age we live in . . . We must measure our educational effort as we do our military effort. That is to say, we must measure it not by what it would be easy and convenient to do, but by what it is necessary to do in order that the nation may survive and flourish. We have learned that we are quite rich enough to defend ourselves, whatever the cost. We must now learn that we are quite rich enough to educate ourselves as we need to be educated.*

As it is in the nation, so it is in Wisconsin. This public report has shown that the needs of higher education in Wisconsin will be great in the years ahead. The Coordinating Committee for Higher Education is confident, however, that the people

* From an address at the Fifth Annual Dinner of the National Citizens Committee for the Public Schools, March 19, 1954.

of Wisconsin will take action to meet these needs. The Coordinating Committee resolutely believes that the people of Wisconsin are both willing and able to support their public colleges as they must be supported if high quality and maximum educational opportunity are to be maintained.

The challenges will be many, but Wisconsin must apply its resources to the task ahead with all the vigor it can muster if it is to meet the financial needs of its public colleges and universities.



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20. Wisconsin College Enrollments, Fall 1959. The Coordinating Committee for Higher Education, Joint Staff Study XXX, 1959.

A number of studies concerning the following subjects have been prepared by the Joint Staff for the Coordinating Committee. If you are interested in any of these categories, a limited number of documents relating to them are available upon request:

Studies

Economic and Educational Relationships
Wisconsin Population Trends, Changes, and Implications for Higher Education
Higher Education Enrollments
Academic Programs, Degrees Offered in Wisconsin Colleges and Universities
Vocational–Technical Education
Adult Education
County Teachers' Colleges
The Junior College
Financing Higher Education; Salaries
Physical Facilities and Housing
Wisconsin's Resources of Specialized Talent
Private Institutions in Wisconsin
Student Characteristics (Retention, Transfer, Migration, Quality, Rank in Class, Geographical Origin, College Graduate Plans, High School Graduate Plans)

Semi-Annual Reports

June, 1957: *Higher Education,* An Investment in People—Wisconsin's Most Precious Resource

December, 1957: *Education Beyond High School,* Wisconsin's Opportunities—Their Availability and Use

June, 1958: *Education Beyond High School,* Wisconsin's Opportunities—Their Availability and Use

December, 1958: *Education Beyond High School,* The Changing Picture of Higher Education in Wisconsin

June, 1959: *Education Beyond High School,* Financial Aid to Students Attending Wisconsin's Colleges

December, 1959: *Education Beyond High School,* Coordinating Higher Education in Wisconsin